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ABSTRACT

The report describes procedures for teaching and administering a one-week course in publicity in a Principals of Marketing course at the University of Wisconsin-Stout. Emphasis is on helping college students develop communication skills. A major objective is to help students be aware of the public's general lack of understanding of the free enterprise system and to teach them how to communicate with the public. Goals are to generate specific points of private businesses' positive social contributions and to develop and publish a news release item. Groups of six students work with a business firm on a problem confronting the business relating to promotion or public relations. Two lessons focus on the need to communicate and suggestions on how to communicate. Section I emphasizes student awareness of the need to communicate. Activities include a pretest, film viewing, and reading. Section II focuses on writing and marketing a news release. Activities include reading and discussion, and assigning each student a mini-project of writing and publishing his/her own press release. Each lesson plan includes time allotment, objectives, references, learning activities, and all related handouts. Emphasis throughout is on student-business involvement and cooperation. A short bibliography concludes the document. (CK)

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USING PUBLICITY AS AN ELEMENT OF THE PROMOTION MIX

by

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April 28, 1980

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Abstract

This project develops communication skills and tools for college students enrolled in Principles of Marketing at the University of Wisconsin Stout.

Since implementing this project as an integral portion of the coursework: Approximately 225,000 citizens have been informed of the positive social contribution of private business by assisting college students in gaining marketing experience through business-education cooperation. The 225,000 coverage was obtained in a three week period during Spring 1979.

Students are taught - in a two week session - how to write and have published a news release concerning the social contribution of private business firms.

Development of these communication skills are premised on the fact that business owners and managers are not proficient at communicating the positive social good contributed to American and International society by the free enterprise system. For example, each semester marketing students develop a working relationship with a variety of business firms, the business firms provide significant time, energy and money in assisting these college students in gaining a realistic education.

Prior to implementing this project as part of the class structure, students assumed it was the responsibility of business to assist. While business personnel invariably cooperated, not a single business operation brought this "social contribution" to the attention of the public.

Following this abstract are documented results of newspaper coverage obtained during the Spring 1979 semester, along with selected news clippings.

In addition, a considerable portion of this project is devoted to outlining the procedures to be followed by other instructors should they desire to implement a similar program.

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Pg. 14 Lake Country Reporter, Tues., Nov. 20, '79

Richter researches Burger King

Mari Richter, daughter of Dr. and Mrs. Richard J. Richter, 1024 Nagawicka St., Delafield, is majoring in business administration at the University of Wisconsin-Stout. She is currently involved in group projects analyzing a particular company in the areas of market research, market planning, product development, pricing, promotion and distribution.

Richter is focusing on Pillsbury's fast food establishment, Burger King. Through personal interviews with Jim Frome, Burger King manager in Eau Claire, she is receiving direct information about the marketing functions of the business.

Unlike larger universities, Stout gives the students the opportunity to get involved in active group projects composed of four to six people, extending the learning experience past the lecture and textbook. The research is done under the direction of Roy Henderson, instructor of principles of marketing at UW-Stout.

Burger King

Lake Country Reporter, Hartland, Wisc.

Circulation: 7,300

Student in marketing project

Dennis Kuharski, son of Mr. and Mrs. Sidney Kuharski, Ripon, is involved in a marketing project at the UW-Stout. Roy Henderson, instructor provides guidance to student participants Paul Hovland, James Steinbach, Kevin Summerfield, Mike Hanson, and Theresa Hoffmann, all of UW-Stout. Chrysler Corporation is cooperating by supplying information and materials on marketing activities to these college students marketing project.

Chrysler Corporation

The Berlin Journal, Berlin, Wisc.

Circulation: 4008

INTRODUCTION

Private business is required to clearly identify the positive social benefits it provides to American and international society. Business managers must be capable of taking the initiative and communicating with the various publics served. As portrayed by the film "Speak Up!", distributed by the U.S. Chamber of Commerce, private business has been slow and inept at this communication effort.

Peter Drucker, writing in The Wall Street Journal, clearly identifies private businesses responsibility to communicate with the public, as follows:

> (Management) . . . find themselves in endless sessions with government regulators, legislators, trade associations and other "public" groups . . . They have to identify the issues, have to think through and develop concepts, policies and rules, and then to have to lead in educating lawmakers, bureaucrats, their own industry and public opinion.

Future managers of private business operations must develop skills and tools of effective communication. Above all, these same managers must possess confidence and assurance when using communication skills to appropriately project the positive nature of private business in the United States. Practice in using communication skills and tools -- as this project does -- develops this confidence and assurance.

The focus of this project is an outline of how to teach college students (future managers) communication techniques managers will be required to use in to inform the general public of their contributions to societies general well being. This "communication section" is integrated as part of a semester long course in Principles of

Marketing at the University of Wisconsin-Stout.

Each year private business firms agree to work with principles of marketing students in order to enhance the students' college education. Few people - including managers - consider the significance of this assistance provided without charge to University of Wisconsin-Stout marketing students.

Communications is considered a significant economic area in that:

1. It identifies business as not communicating various economic and social benefits provided to a nation of 210,000,000 citizens.
2. The college students enrolled in this course are future business leaders and must know how and when to communicate with the public, beyond advertising and personal selling.
3. UW-Stout students are taught communication skills and tools required of future business managers.

The project submitted deals with a lack of understanding by the general public of positive social values provided by private business. While there is no single answer to the lack of public understanding of the benefits inherent in a private enterprise economy; The submitted projects deals with one aspect of communication of a social contribution that business actively engages in, the education of future business and civic leaders.

Goals

This project is directed at meeting the following goals:

1. Create an awareness among college students that a basic understanding of the free enterprise system is lacking throughout our society, and as individuals entering

responsible positions within the private business sector, each student must learn how to communicate with the general public.

2. Generate specific points of positive social contributions made by private businesses and communicate these points to the public.
3. Develop and publish a news release item pertaining to private business involvement with University of Wisconsin-Stout students.

Audience

Principles of Marketing college students, University of Wisconsin-Stout, Menomonie, Wisconsin. Typical student is of junior or senior standing.

Major areas of study for students enrolled in this course include Business Administration, Industrial Technology, Marketing and Distributive Education, Home Economics, Fashion Merchandising, and Industrial Education.

Career and employment trends of Stout graduates indicates a preference for private sector employment. Placement rate for U.W.-Stout graduates is 90+%.

Number of students enrolled in Principles of Marketing for the Spring semester 1979 totaled 270, of this total amount, approximately 120 students participated in classes taught by this writer and participated in the project.

Overview of Project:

This project is developed as part of a one semester course in Principles of Marketing, 3 S Hr. credit, at the University of Wisconsin-Stout.

The submitted project is in two parts:

(1) Need to Communicate

(2) How to Communicate

The purpose of the submitted project is to bring attention to the requirement that business leaders, managers, and organizations must communicate the methods, economic realities and concerns of the private enterprise system.

The first portion of this project is directed at instilling the "Need to Communicate" by business to the general public. This need is emphasized by bringing attention to the fact that most people in our economic system do not understand many of the economic concerns faced by private business. Or, contributions made in other than physical products or services provided.

The second portion of this project is directed at showing business students "How to Effectively Communicate" through news release format!

At the beginning of each semester, Principles of Marketing students form working groups - six students per group - and select a business firm they wish to work with in developing a major written project on a problem confronting the business. The following page lists business firms that have cooperated with students during the spring 1979 semester at U.W.-Stout:

Cooperating Business Firms:

Anheuser-Busch, St. Louis, MO

Disco-Nection, Menomonie, WI

Foley Manufacturing Co., Minneapolis, MN

Frito-Lay, Dallas, TX

Great American Music, Minneapolis, MN

Hardees Food System, Menomonie, WI

Heileman Brewing Co., Milwaukee, WI

Holiday Inns, Eau Claire, WI and Memphis, TN

House of Unfinished Business, Eau Claire, WI

J.C. Penney, Inc., Eau Claire, WI and New York, N.Y.

K & L Sporting Goods, Menomonie, WI

Kampgrounds of America (KOA), Billings, MT

McDonalds, Menomonie, WI

Miller Brewing Co., Milwaukee, WI

Schlitz Brewing Co., Milwaukee, WI

Stevenson's, Menomonie, WI

3M Company, Menomonie, WI

Toro Manufacturing, Minneapolis, MN

Wisconsin Tissue Mills, Menasha, WI

The emphasis of this marketing class is to obtain student-business involvement wherever possible. Where distance is not great, students visit the facility and interview various business personnel to obtain a realistic view of how the business functions. The culmination of this activity is a final written project incorporating application of classroom theory to the actual business situation or problem. The problem or situation under study by the group varies considerably, but previous problems have been:

- Identification of new market segments for existing products.
- Development of more effective promotional programs for a local retailer.
- Feasibility studies of locating a retail furniture outlet in the Menomonie, Wisconsin area.
- Development of a brief informative literature packet for a major manufacturer.
- Development of a public relations packet for a national retailer.
- Etc.

The communication aspects of this course is directed at student produced and developed news releases indicating the assistance provided by private business. During the Spring Semester 1979, more than 224,900 people were informed that private business directly assisted in the college education of one-hundred-twenty students at U.W.-Stout.

Implementation:

Principles of Marketing deals with market planning, product development, market research, distribution, pricing, and promotion of goods or services provided by the business firm. As such, promotion is the focus of this section of marketing.

Promotion, broadly defined, is an organization focused effort at communicating with a target audience, with anticipated response(s) from that audience. Promotion (communication) may take the form of advertising, personal selling, sales promotion and/or public relations. Public relations will be the primary focus of the next two projects:

(1) Establishing The Need To Communicate

(2) How To Communicate

Where most courses in marketing tend to emphasize advertising, personal selling, and sales merchandising in promotion sections, this is not the case in this marketing course. Elements of advertising, etc., are taught within the integral structure of the course, but due to the fact that individual courses in advertising, personal selling, and sales promotion are available to students, a communication emphasis utilizing NEWS RELEASE devices better serve the students at this point.

As indicated on the course schedule following this section, Weeks 11, 12, and 13 of the course are utilized in teaching promotion. Week 11 should begin by introduction of the Need to Communicate portion of this project, which is designed to instill a "mental set" for the student. By using the free enterprise quiz and reviewing of the film "Speak Up" the student develops a conscious awareness of how communication through mass media can help public citizens understand the complete and complex role played by private enterprise in our society.

Week 12 is introduced through demonstrating to students How To Communicate. Hand out all materials, including mini-project #4, to the students. The emphasis here is to demonstrate requirements for developing and writing a newsworthy article.

Review with students in-class the fundamentals of writing and submitting a news release. Provide examples of a "good copy" news release, included as part of mini-project #4.

It must be stressed to each student, that regardless of how significant the news item may be, news release items must be clear, concise, and in appropriate format to gain editorial consideration.

Establish a deadline for publication of student generated articles, usually three weeks is adequate. Reference the attached calendar, where "mini #4" and "Review Mini #4" is indicated, in-class time should be allotted to assist students and to review progress.

(7) COURSE SCHEDULE: Chapters Assigned for a given week are to be read prior to class meeting.

Wk.	Wk. of	Chapter	Monday	Wednesday	Friday
1	January 8, '79	1-2		Introduction	Marketing Concept
2	January 15	3	Marketing Concept	Major Project Groups	Market Planning
3	January 22	4	Mini #1	Market Planning	Market Planning
4	January 29	5	Organization	Review Mini #1	*Specialty Exams*
5	February 5	6	Mini #2 Reference Sections 5 & 6	Major Project Group Reference Sections 7 & 8	Market Research
6	February 12	7	Market Research	Market Research	Review Mini #2
7	February 19	8	Product	Product	Packaging Lab (AA 115)
8	February 26	9-10	Manufacturing Lab (AA 112)	Major Project Groups	*Test 1-10*
9	March 5	11-12	Distribution	Distribution	Mini #3
10	March 12	13-14	Spring Break	Spring Break	Spring Break
11	March 19	15-16	Distribution	Promotion	Review Mini #3
12	March 26	17-18	Promotion - John Enger	Major Project Groups	Promotion
13	April 2	19	Promotion	Mini #4	Pricing
14	April 9		Pricing	Review Mini #4	No Classes
15	April 16		*Test 11-19*	Major Project Groups	Projects Due
16	April 23		Major Project Groups	Presentation #1	Presentation #2
17	April 30		Presentation #3	Presentation #4	Presentation #5
18	May 7		Presentation #6	Assignment of Grades	End Semester

NEED TO COMMUNICATE

R. Henderson/1979

Instruction: "Need to Communicate"

During one class period administer the "Free Enterprise Quiz." Be certain the students are aware the test is "non-evaluative" from a grade standpoint, but simply to be used as a knowledge level indicator.

Results from various classes indicate that fewer than 5 in 30 will score 60% or better. However, this test should be used as an indicator for the need of business to communicate with the general public. The test items are "economic realities" and should be commonly understood by the general public. Do not be surprised if even your best business student does not perform well the first time through.

Review the test with students correcting mistakes and misconceptions. Point out that business personnel, as these students will soon be, have a direct concern in communicating economic realities to the public.

Business does not do an adequate job of communicating with the public. The 24 minute film "Speak Up", from the U.S. Chamber of Commerce, clearly points out the fact that business is extremely weak in speaking out for its own best interests.

Provide film handout and briefly review prior to showing of film.

At conclusion of film, review the major points, which are indicated on handout sheet. A question that should be addressed to the class: "If business did a good job of communicating positive social benefits it provides to our society, would you have scored higher on the Free Enterprise Quiz?"

A question the educator might ask of himself -- before a student does -- "How can a better understanding of the free enterprise system be incorporated into my classes?"

Significant points of this lesson that an instructor should stress and clarify to students:

1. Many students throughout the United States would have performed similarly on the Free Enterprise Quiz. These were quite simple questions and not a reflection of intelligence, but does reflect a lack of awareness on the part of most Americans of how and under what conditions businesses operate.

2. As future business leaders, managers, and operators, the students in this class must begin to anticipate the need to communicate how a business operates under the Free Enterprise System. Above all, managers must make themselves available to schools, colleges, and community interests.

Audience: Principles of Marketing students, University of Wisconsin-Stout

Time Line: One class period, fifty-minutes.

The purpose of this lesson is to:

1. Develop some recognition by the student that business and industry does need to communicate with its various publics concerning the economic operations and contributions to our society.

2. The student, in anticipation of future employment, should have some rudimentary knowledge of how to communicate with these publics, i.e. public speeches, news releases, media interviews, etc.

References:

1. Cundiff, Still, Govoni, Fundamentals of Modern Marketing, Englewood Cliffs, New Jersey; PPrentice Hall, Inc., 1976. pp. 3-8, 307-323.

2. Ross, Robert D., The Management of Public Relations, New York: John Wiley & Sons, 1977. pp. 1-17.

3. Speak Up, 24 minute film from U.S. Chamber of Commerce.

Learning Activities:

1. Administer "Free Enterprise Quiz" to establish set with students. Provide 15-20 minutes for completion and discussion of the examination. Point out the requirement that business must communicate facts that focus on these questions; otherwise, citizens can only draw their own conclusions.

2. Show the film Speak Up - have handout sheet distributed to focus on specific points brought out. Briefly discuss major points at conclusion. Film 24 minutes. Discussion 5 minutes.

3. Conclude lesson with assignment for each student to read/watch for news releases and communication efforts by business. NOTE: this should be a notation on the bottom of film handout (in #2 above) due to class time consideration.

Key to Free Enterprise Quiz

1. D	7. B	13. B
2. D	8. D	14. C
3. C	9. B	15. C
4. D	10. C	16. D
5. C	11. C	17. C
6. D	12. A	

MEMO: To Company Executives

RE: SPEAK UP-Color Film/Videocassette*

HERE'S HOW TO:

Get your management team interested and active in speaking up for your company

Help your management team become better spokesmen for your company

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24-minute color film/videocassette featuring:

Jenkin Lloyd Jones
Editor and Publisher
The Tulsa Tribune
Tulsa, Oklahoma
Syndicated columnist and nationally known business spokesman.

Hobart Rowen
Economics Editor
The Washington Post
Washington, D. C.

Thomas Cookerly
Manager
WMAL-TV, Channel 7
(ABC affiliate)
Washington, D. C.

James J. Kilpatrick
Press, radio and television journalist. Featured on *Point Counterpoint*, CBS TV program *Sixty Minutes*

C. Jackson Grayson, Jr.
Dean, School of Business Administration
Southern Methodist University
Dallas, Texas

Harvey A. Proctor
Chairman of the Board
Southern California Gas Company
Los Angeles, California

SPEAK UP

- **Explains** how your company can develop more effective relations and communications with the media.
- **Spells out** Do's and Don'ts in building better relations with the business press.
- **Shows** how one company trains its executives to become better spokesmen for the company and the private enterprise system. A program you can use in your company.
- **Suggests** how your company can become part of the campus and also provide a campus in reaching students with the problems, achievements and opportunities of your business and the private enterprise system.

* Three-quarter inch (¾") cassettes are self-contained video packages. Videotape cassette recorders (CVR) and monitors are needed for playing. For rental information, in your community, consult your Yellow Pages phone directory under "Recorders-Video."

Here's How You Can Use SPEAK UP

Use SPEAK UP

- As part of your management training program.

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- As a discussion starter with your management team to brainstorm how they can:
  - become more effective spokesmen for your company.
  - make more effective use of the media in building your company's image/ credibility/visibility.
  - develop better contacts/impact with the media.
  - reach students, the severest critics of business, with your company's story.

Use SPEAK UP to help your management team **SPEAK UP** more effectively for your company.

Here's More Help for Business Spokesmen

SPEAK UP: A Guidebook for Business Spokesmen

Business has been accused of causing inflation, putting profits ahead of the public welfare, building obsolescence into products, polluting the environment, making excessive profits, using advertising to brainwash people into buying things they don't need, etc.

SPEAK UP will help *you:*

- **Interpret** in simple, personal, dramatic terms how the private enterprise system provides the greatest good for the greatest number.
- **Explain** the social value of profits.
- **Identify** the real causes of inflation.
- **Answer** critics who say increased productivity benefits business at the expense of workers.
- **Understand** why people criticize business. When you understand *why*, you're better prepared to answer their criticisms.
- **Handle** tough questions about the economics of business and the private enterprise system.
- **Prepare** for a press, radio, television interview/appearance.
- **Get ready** for a Q & A session with students.
- **Answer** questions about the contribution business makes to your community and the country.

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Chamber of Commerce of the United States

SPEAK UP: A Guidebook for Business Spokesmen

ORDER FORM:

Chamber of Commerce of the United States
1615 H Street, N.W.
Washington, D.C. 20062

Make checks payable to:
Chamber of Commerce of the United States
(In the District of Columbia add 5% for Sales Tax)

Please send me the following:

_____ SPEAK UP: A Guidebook for Business spokesmen (#3913) at $14.95 _____
_____ SPEAK UP film(s) (#3940) at $140.00 _____
_____ SPEAK UP rental film(s) (#3939) for 3 days at $15.00 _____
_____ SPEAK UP rental film(s) (#3947) for 7 days at $25.00 _____
_____ SPEAK UP videocassette(s) (#3941) ¾" cartridge at $140.00 _____
(Rental fee deducted if film is purchased)

Rental film – dates wanted: TOTAL _____

First choice: from _____ to _____ Second choice: from _____ to _____

☐ Payment is enclosed ☐ Bill me later

Name _____

Organization _____

Address _____

City, State and Zip _____

FREE ENTERPRISE QUIZ

Take this quick quiz. The correct answers are on the back. If you score less than 50% we recommend you become one more of those Americans active and concerned about how we are gradually losing a system which has brought us the highest standard of living in the history of man. Think about it!

Only circle what you feel is the correct answer.

1) In a recent public opinion poll by Opinion Research of Princeton, New Jersey _____ of Americans believe in government ownership of banks, railroads, and steel companies.
A. 21% B. 38% C. 54% D. 63%

2) In the same survey referred to above _____ of Americans felt there is no need for business profits.
A. 22% B. 36% C. 48% D. 61%

3) If you were to try to start a new business in America today you might find it difficult to raise your venture capital because among industrialized nations America now ranks _____ in the ability to raise venture capital for new business.
A. 3rd B. 7th C. 17th D. 24th

4) Conflict financing by the Federal Government today is absorbing _____ of all funds raised in the U.S. Capital Markets.
A. 20% B. 30% C. 40% D. 60%

5) "Over regulation" by Government in the transportation industry is estimated to be costing American consumers annually _____.
A. 2 billion B. 7 billion C. 15 billion D. 22 billion

6) The American free enterprise and incentive system has allowed us to define poverty in America at a level _____ above the average world citizens income level.
A. 30% B. 50% C. 200% D. 800%

7) In 1929 one out of 16 workers on the public payroll the remainder of the work force worked in private enterprise. Today dut to growth of governments one out of _____ work on public payrolls.
A. 4 B. 6 C. 9 D. 12

8) In comparing the government owned postal service to the privately owned Bell Telephone system the cost of mailing a letter has gone up form 2 in 1932 to 10 in 1975. In the same period the cost of a station to station call from Boston to San Francisco has decreased _____.
A. 25% B. 35% C. 55% D. 85%

9) While the Post Office has cost 23 billion in taxes due to their deficits since 1932 the Bell companies have in the same period paid in _____ to public coffers thru tax payments.
A. 10 billion B. 26 billion C. 32 billion D. 54 billion

10) How do oil company profits compare with other industry profits? The average return on stockholders equity in 1973 for the nations three leading metropolitan newspapers and the three major television networks was ____ as that of any one of the ten largest oil companies in America.
A. one half B. equal to C. twice as much D. four times as much

11) Obviously the oil and gas industry will need profits to be able to raise money for developing more energy sources for America. In the next 10 years the industry will need at least _____ to develop our nation's oil and gas reserves.
A. 25 billion B. 100 billion C. 175 billion D. 220 billion

12) Out of the sales by American industry on the average the actual profit after operating expenses from which dividends and funds for expansion must come is _____.
A. 4.25% B. 7.8% C. 16.4% D. 38.7%

13) Many feel our country is losing its free enterprise because too many do not vote. In America only _____ of our people vote in elections.
A. 15% B. 22% C. 36% D. 64%

14) Between 1965 and 1972 profits of American companies on the average increased by 5% while compensation of employees increased _____.
A. 8% B. 17% C. 26% D. 41%

15) How much capital does a large corporation need per employee to maintain operation? _____.
A. $1,800 B. $17,500 C. $27,000 D. $46,000

16) From 1960 - 1973 the federal budget increased 67% in the area of National Defense. The increase for social welfare programs during this same time was _____.
A. 62% B. 150% C. 272% D. 414%

17) In Sweden where the government is Socialist it takes 34 minutes of work by a worker to buy a one pound beef roast. Under American Free Interprise it takes a worker only _____ to buy the same one pound of beef roast.
A. 5 minutes B. 8 minutes C. 15 minutes D. 18 minutes

Speak Up (24 Min.) U.S. Chamber of Commerce

This film focuses on the need for business personnel to begin speaking out and becoming involved with the news media, educational institutions and community activities. "The only person equipped to tell the story of business is the businessman."

1. Respond to the news media, reporter needs and mechanics of publication - print and broadcast medias.

2. Businessmen must respond to the media as managers and decision makers.

3. Business is not understood by most college students, managers cannot wait for the college to "come to him."

4. Lack of a thorough understanding of business conditions and operations contributes significantly to citizen distrust of business.

5. Learn to speak and work with various communication channels. (Toastmasters, Journalist Guest to business luncheons, etc.).

HOW TO COMMUNICATE

R. Henderson/1979

Instruction: "How To Communicate"

Utilizing the previous lesson (The Need To Communicate) provides mental "set" for the students and a point of focus for this lesson.

Now that the requirement of business to communicate has been established, it is mandatory that students be shown how to communicate positive social contributions made by businesses.

A social contribution readily at hand is the present involvement of students with a business firm as part of the course project. A considerable amount of time, money, and effort is provided by these business firms in assisting with the education of college students, and adding "realism" to their course work.

Success in this project means obtaining publication of the news article. However, the instructor is certainly advised to review the student generated news release and clear it for errors, etc., prior to submitting to news media sources.

The complete project is attached with examples provided. Handout the project to students and devote one class period to coverage of "Writing and Marketing the News Release" by John K. Enger, the procedures are simplistic and easily covered -- but must be covered in-class to provide a uniform understanding. Student participation enhances learning at this point.

Be enthusiastic - this is one of the few times students and faculty can judge their work in the "real world."

Be aware that publication is the key, do not be concerned with obtaining circulation in state or national coverage. Hometown and neighborhood newspapers are likely prospects for publishing this news material. Do not forget local radio and television stations. But keep in mind the ability and talents of these marketing students, help them to be successful and they will remember how and when to use this tool for years longer!

Audience: Principles of Marketing students, University of Wisconsin-Stout

Time Line: Three class periods, fifty-minutes each. (One week availability to student outside of class)

The purpose of this lesson is to:

1. Provide the student with background information concerning the writing and marketing of a news release.
2. Provide opportunity for the student to obtain news coverage of an actual news release.
3. Demonstrate to the student the difference between publicity and advertising efforts.

References:

1. Kotler, Philip, Marketing Management, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.
2. Ross, Robert D., The Management of Public Relations, New York: John Wiley & Sons, 1977.

Learning Activities:

(50 min.)

1. Handout: "Writing and Marketing the News Release" by John K. Enger. It must be stressed to the student that regardless of the significance of any information concerning business activities and operations, the news item, or "news release" must be prepared and marketed to be effective.

   * Following the handout, discuss each point under Mechanics; Writing the Release; Marketing the News Release, things to do; Marketing the News Release, things not to do. This can be done in one fifty-minute class session and still enough time to respond to questions.

   * Preferably, John Enger of U.W.-Stout would make this particular presentation, however, the regular class instructor should be able to adequately cover if Mr. Enger is not available.

(50 min.)

2. Divide students into groups of six members (or less) each. Handout mini-project for their review. Allow this complete class period for the students to review on-their-own, ask questions and discuss as a group.

At conclusion of this class period establish a specific time for the news release to be published - usually two weeks after completion of mini-project itself.

(50 min.)

3. This class session should provide students with specific "Free Enterprise" information that is suitable to the mini-project. NOTE: the instructor should provide examples only, part of this learning process is that the student develop sources of information from other than the instructor.

   Examples of News Release material focus can be obtained from the "Free Enterprise Quiz." For example: from question #15 - "A large corporation must invest a minimum of $27,000 per employer to maintain operations."

Significant points of this lesson that an instructor should stress and clarify to students:

Communication to the community/customers does not always involve speeches and advertisement. Good planning and availability of News Release material keeps the community informed of a firms activities and the firms concerns for the community itself.

The ability to develop significant news for the community and customer must also be coupled with the ability to deliver a message that is understood by the community. Developing and submitting a News Release is involvement with the Press, and is operating under one of the fundamental rights of the American Citizenry...Freedom of the Press.

WRITING AND MARKETING THE NEWS RELEASE

BY

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ASSOCIATE DIRECTOR OF UNIVERSITY RELATIONS

UW-STOUT

WAVA WSLMA JOINT CONFERENCE

MARCH 30 AND 31, 1979

MECHANICS

1. Use a standard typewriter face on plain white paper double spaced.

2. Type the complete name, address, and telephone of your organization on the upper left-hand side. (You may wish to develop your own news release letterhead, but this is not a requirement).

3. On the upper right-hand side of the page, put the name and telephone number of the person to contact for additional information. This is usually the writer of the release.

4. Space down approximately one quarter of the page and leave this area blank. This provides space for the printer to write headlines and typesetting instructions.

5. On the right-hand side, above the beginning of the copy, place the date on which the news release was sent.

6. On the left-hand side, indicate on which date the story is to be released. If it is for immediate use, type "FOR IMMEDIATE RELEASE."

7. At the beginning of the news release text indent and type the "dateline" of the story followed by three dashes. The dateline is the name of the city and state in which the story was filed. Usually, this will be the city in which your organization is located.

8. At the end of the text, type three hash marks (###) or the notation -30-. This indicates to the editor where the story ends.

9. If a story is to continue onto another page, type at the bottom of the page "MORE." At the top of the succeding

page, type "Add one," "Add two," and so on depending on the number of additional pages.

10. Use only one side of a sheet.

11. News releases should be reproduced on photocopying machines or offset presses. Do not use carbon copies. Paper should be medium quality uncoated finish. News releases may be folded and placed in an organizational's standard envelope. Larger envelopes may be needed if pictures are to be included.

12. When pictures are included, this should be indicated on the envelope. Cardboard backing should be inserted to avoid damage.

13. All photographs should be clearly identified, including the complete names of people shown.

WRITING THE RELEASE, STYLE AND METHODS

1. Newspapers are written for sixth grade level comprehension. This does not mean that they sound as though they are written by a sixth grader; rather they are written in a style that a sixth grader would understand. News releases must also be written in this style. In general, use relatively short declarative sentences and avoid "big" words that the reader may not know. If an unfamiliar word or phrase must be used, explain it fully.

2. The first paragraph or "lead" should contain the essential information that summarizes the story and catches the reader's interest. This paragraph tells the reader who, what, where, why and (sometimes) how. Lead paragraphs should contain no more than five typewritten lines.

3. Subsequent paragraphs (all relatively short) should be written in what journalists call "the inverted pyramid style." This means that the information is presented in descending order of importance. The theory here is that if the story is to be cut, it will be cut from the bottom, minimizing the loss of important information.

4. Careful attention must be paid to ensure that all words, but especially proper nouns, are spelled correctly. This may seem obvious, but it is essential to maintain the creditability of your release.

5. Avoid unconventional punctuation and spelling. Do not write words in all capitals, except for acronyms. If an unfamiliar acronym is used, explain it. Never, never, never underline any word or words in the text of a news release.

6. Generally, news releases are written in third person. Except in feature material, where an effect is desired, do not refer to the reader.

7. Rhetorical questions have no place in expository writing and, with only the rarest exceptions, should not be used.

8. News releases are intended to inform, rather than to persuade, as does advertising. Therefore, do not try to be clever and avoid material that appears to be subjective or sounds like an opinion.

9. When referring to individuals, in first reference use the person's full name and title. In some cases, a person's address should be given. Under certain circumstances, the individual's age should also be given (for example, announcing the appointment of a high official). Common sense should dictate how much of this information must be included.

10. Second and subsequent references to individuals should use only their last names. Some newspapers prefer to use the title Miss, Mrs. or Ms. preceeding the last name of a woman in the second and subsequent references. The title Mr. is almost never used except in reference to heads of state and deceased persons.

11. The title Dr. should be limited to individuals who practice medicine. If the title must be used for people with doctorate degrees of divinity, education and philosophy, an explanation of this should be included. This prevents the reader from confusing the subject with medical personnel. In all cases, the word doctor should be used as a title only in the first reference.

12. Sentences using active voice are more readable.

13. Your release should contain complete information and answer most questions a reader is likely to have.

14. Quotations are tricky for the novice to handle. In straight copy they can be avoided, but are probably necessary in longer stories and feature items. The first quoted sentence in each paragraph should begin with quotation marks and end with a comma, quotation marks and the phrase "she said" or "Smith said." Subsequent quoted material in the paragraph only should be enclosed in one additional set of quotation marks. Avoid subjective phrases such as "he said angrily" or "she exclaimed."

15. Your release should be only as long as is necessary to tell the story. Extraneous material put in to extend the story only invites radical surgery by the editor.

16. For additional rules on style and punctuation, purchase a copy of the Associated Press Style Book and Libel Manual. Additional information on ordering it can be obtained by writing to the Associated Press, AP News Features Department, 50 Rockefeller Plaza, New York, NY 10020.

17. The real "secret" in writing effective news releases (and this is true for all writing) is clear and concise use of the language.

MARKETING THE NEWS RELEASE, SOME THINGS TO DO

1. Establish your target audience. Be realistic. Attempt to find out the news policy of each of the organizations within your target audience. Determine what news organizations will accept news releases, from whom they will accept them and in what form.

2. Get to know the correct person on the news staff (education writer, television assignment editor, radio news director). The "correct" person on the staff is never the president of the newspaper or the general manager of the television station.

3. If possible, assign one person or one office to handle press relations.

4. Realize that reporters and editors are professional people like you with professional standards. Generally, they will try to treat you fairly and accurately.

5. Be as honest and helpful as possible in answering questions. There are rare circumstances, such as in legal cases or personnel action, where some information cannot be released. If an institution is genuinely prohibited from releasing information, explain this. But never, never lie.

6. No institution likes "negative" news about it to appear in the paper. But in most cases when something negative does occur, it is to your advantage to be certain that the press has all the facts. The truth is rarely as bad as rumors and misinformation.

7. If possible, prepare written copy for reporters. This may take the form of a news release but can also be a summary sheet or proposal letter.

8. Accept the fact that everything you do isn't news. That is, what is important internally may be of little interest on the outside. Learn to understand what editors view as "news" and don't be hurt if you are turned down on a news release or story idea.

9. Through cooperation and mutual understanding, you can cultivate an ongoing positive relationship with reporters and editors.

MARKETING THE NEWS RELEASE, THINGS NOT TO DO

1. Don't use jargon.

2. Don't go over someone's head.

3. Never speak "off the record." Most reporters will never accept an off the record statement. If you don't want it to appear in the paper, don't say it. It is, however, possible to speak "for general background and not for direct quotes" or for "not for attribution" (unnamed source).

4. Advertising pressure should never be used in the placement of a story. It is a guaranteed way to kill it.

5. Don't stand in the reporters way or throw up hurdles that make getting the story more difficult.

6. Don't send out news releases about items of marginal interest and don't expect to have everything used.

7. Avoid "puffery."

8. Don't assume that all reporters are as knowledgeable as you about your particular field or subject.

SUMMARY

News media relations is but one tool of public relations and the news release is only one part of the tool. The successful use of this tool relies on a basic principle of public relations: Find out the public's needs; match your goals to their needs; and communicate effectively.

Mini-Project #4

Promotion Project

160-330 Principles of Marketing

11/78

Objectives:

Given an actual situation and the instructor's evaluation criteria, the student will be able to:

1. Select a media source and generate a "news release" suitable for that media.

2. Develop and submit a press-release similar to example provided.

3. Determine location, name of editor, type and number of audience reached and advertising rates for selected media.

Definitions:

Media: the medium intended to carry an organization's communication to a target audience. Newspaper, T.V., radio, newsletters, etc.

Press-Release: sometimes called "news release," providing various media with a written copy of commercially significant news.

Publicity: nonpersonal stimulation of demand for a product, service, or business unit by planting commercially significant news about it in a published medium that is not paid for by the sponsor.

Target Audience: defined group(s) of people you are attempting to communicate with.

References:

Kotler, Philip, Marketing Management, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976

Ross, Robert D., The Management of Public Relations, New York: John Wiley and Sons, 1977

Note: There is a maximum of 35 points out of 50 available if this press-release is not published. Release of this news item, prior to instructor approval, will result in a grade of zero for mini- project #4.

Background:

You are to develop a press-release focussing on your marketing activities in this class. As a group you are concerned with communicating with a "public" concerning these activities through the various media.

The essential ingredients of this press release will be:

- an item of general interest to the target audience.
- identification of University of Wisconsin-Stout and instructor and student(s) involved.
- maximum 75 words.
- publication deadline is _____.

Question:

1. What medium will carry your message? Describe. (Name of publication, address, editor, circulation, general characteristics of the target audience)
   Note: More than one may be selected and used, See #5, all must be listed.

2. Rationale for media selected in #1.

3. Submit a finished copy of your news release, and a letter(s) of transmittal to the publication(s) in #1.

4. What are the points of general public interest that would permit the publishing of this news release?

5. Will this news release be published? Bring in a complete copy of the publication. Publication deadline is _____.

6. How much would this coverage have cost if it were advertising? Based on column space in #5.

Evaluation of Promotion Promotion Project

	5	4	3	2	1
1. Identification of media					
Characteristics of audience					
2. Rationale for selection					
3. Press-Release					
Clean Copy					
University of Wisconsin-Stout					
Instructor					
Marketing Activities					
Concise and Clear					
4. Points of Public Interest					
Sub Total Poss. Points = 35					
5. Publication 10					
6. Advertising Cost 5					

Total Possible Points = 50

• • •

HOUSE PRICES have risen sharply in recent years and inflation hasn't been the only reason. Prudential Insurance Co. says 20% of the increase since 1963 has been due to quality improvements. The insurer cited such items as two or more bathrooms, two-car garages and fancy kitchen appliances.

• • •

AIR-CONDITIONER makers expect a good year despite a projected economic downturn and a drop in 1979 housing starts. Borg-Warner's York division figures that a 7% industry-wide gain in replacement and remodeling installations will more than offset a slight drop in new-house installations.

• • •

COMPLYING with government regulations can be costly, corporations find.

A recent study by R. J. Reynolds Industries shows that abiding by rules laid down in 1977 by 40 federal agencies and departments cost the company at least 20 cents a share, or about $29 million. General Motors Corp. says its compliance cost in 1977 (the latest data available) was $1.6 billion; total GM earnings that year were $3.3 billion. The auto maker says it took the "equivalent effort" of 24,500 full-time employes to meet federal regulations.

Caterpillar Tractor, whose most recent study was based on 1976 figures, says it spent $67.6 million that year to meet government regulations. This included administrative and operating costs, capital-improvement costs and product-related costs. "We aren't contending all these regulatory costs are unnecessary. In some cases they represent things we would do on our own," a spokesman says.

But, says R. J. Reynolds, "by overburdening producers with paper work, regulation stifles both economic and psychological incentive."

• • •

Evaluation:

This is the fun part -

The simple part -

The best part -

When the student brings you a copy of the published article - SUCCESS!

When the student cannot bring you a copy of the published article - you (the instructor) have not provided the student with appropriate media sources and/or addresses. My experience has been with 100% success, providing the addresses seems to be the key. Addresses to hometown and neighborhood medias, see references for additional sources.

NEWS RELEASE CIRCULATION

Publication	Circulation	City & State	Student
Bloomington Sun	15,000	Bloomington, Minnesota	Andrea Pedersen
Chronical	1,200	Batavia, Illinois	Deidra Burl
The Chronicle	6,000	Waupaca, Wisconsin	Dotty Gusmer
The Denmark Press	3,000	Denmark, Wisconsin	Ellen Olsen
Faribault Daily News	1,300	Fairbault, Minnesota	Gakthy Robilliard
Fond du Lac Reporter	40,000	Fond du Lac, Wisconsin	Tom Bilse
The Fureau County Chroncile	6,000	Mauston, Wisconsin	Theresa Atkinson
Little Falls Daily Transcript	17,000	Little Falls, Wisconsin	Deb Zastrow
Mazeppa Journal	3,800	Mazeppa, Minnesota	Pete Hein
News Graphic	50,000	Cedarburg, Wisconsin	Diane Duffy
Rochester Post-Bulletin	20,000	Rochester, Minnesota	Mark Enquist
Spring Valley Sun	1,600	Spring Valley, Wisconsin	Beth Traynor
Stratford Journal	800	Stratford, Wisconsin	John J. Becher
Superior Evening Telegram	21,000	Superior, Wisconsin	Mike Conway
The Thorp Courier	3,200	Thorp, Wisconsin	Allan Wojt
Tribune-Phonograph	3,500	Abbotsford, Wisconsin	Diane Brey
Vilas County News Review	6,500	Eagle River, Wisconsin	Ed Kimmerling
The Washburn Times	5,000	Washburn, Wisconsin	Christopher Olson
West Central Tribune	20,000	Willmar, Minnesota	Debbie Long

Total Circulation = 224,900

References:

Cundiff, Still, Govoni, Fundamentals of Modern Marketing, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1976.

Drucker, Peter F., "Coping With Those Extra Burdens", The Wall Street Journal, May 2, 1979.

Ross, Robert D., The Management of Public Relations, New York: John Wiley & Sons, 1977.

Film:

Speak Up, 24 minutes - Color, Chamber of Commerce of the United States.

Handout:

Enger, John, "Writing and Marketing The News Release," March 30-31, 1979, University of Wisconsin-Stout.